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ABSTRACT

This conference paper focuses on how to motivate elementary students toward NASPE standards. It includes integrated physical education lesson plans based on the the NASPE standards and provides tips for assessment. (AD)

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Learning to Move, Moving to Learn

Bill Riley

2002

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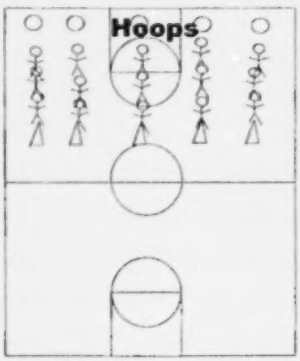
NASPE Standard # 2 Applies movement concepts and principles to the learning and development of motor skills.
NASPE Standard # 5 Demonstrates responsible personal and social behavior in physical activity settings.
NASPE Standard # 6 Demonstrates understanding and respect for differences among people in physical activity settings.

"Learning to Move, Moving to Learn"

Integrated PE Lesson - Human Body - Nervous System

Activity: Hoops Away
Grade Levels: K-6
Equipment: Hoops, cones
Procedure



- Introduction to the nervous system. The nervous system enables you to walk, talk, eat, breathe and many other functions. It coordinates all the body's activities, making sure that all parts work together. The nervous system is constantly monitoring changes taking place inside and outside the body. It collects this information through sensory neurons or nerve cells and passes this to the central nervous system. Here the information is processed and, and more nerve impulses are sent along nerve cells, called motor neurons, to the muscles which move your body.
- The activity is set up in relay formation with the class divided into equal groups of 5 to 8.
- Each group is lined up across the gym, with a cone at the front of the line.
- The groups should be approximately 30' from the endline of the basketball court and spread out from the cone to the hoops. (see diagram)
- The groups are to hold hands and simulate a nerve impulse traveling down the nerve pathway, by the end person picking up a hoop and moving it to the next person on down to the end of the line. The last person in line puts the hoop over the cone and the groups starts with the next hoop. You can have 4 or 5 hoops in each line. The group can not brake hands at any point. Also the 2 end people can't use their free hand to help move the hoop past their neighbors.
- When the group has finished moving all the hoops down the line they sit down quietly and wait for the others to finish.
- Stretch out the cones so that they're 20 to 25 feet away from the last person in line. Have the same set up as before with the groups holding hands and passing the hoop down the line. When it gets to the end, everyone in the line still holding hands shuffles to the cone. The person with the hoop places it on the cone when the groups gets there. The group returns and picks up another hoop, and so on.

- Have the groups spread their feet at least shoulder width apart and stand in a straight line. Each person puts their hands on the shoulder of the person in front of them. The last person in each line goes down on their hands and knees and crawls through the human *nerve tunnel* and stand up when they get to the front, then the new last person crawls through the human *nerve tunnel* and so on.
- To make it more enjoyable you can play the song, *"Whoops There It Is!"* by Tag Team

Activity: Hoops Away 2
Grade Levels: K-6
Equipment: Hoops, cones
Procedure

- Class is set up in the same manner as in the first lesson and in the picture.
- The groups have to try to move all the hoops down the line as fast as possible. As soon as the first hoop is passed the next one can be started. When all the hoops are passed to the cone, the group sits and waits for the others to finish.
- Every person in each line stands with their legs apart.
- The first person in each line has a ball. The person rolls the ball between his/her legs down the length of the line. When the last person receives the ball he/she runs to the front and rolls the ball down the line. The whole team has to move across the gym to the cone on the other side. When the team reaches the cone. They sit down with the ball in front and wait for the other groups to finish. They can cheer for the other squads.
- The second event continues with the same set up with the legs apart in line. The first person passes the ball over the head with 2 hands down the line. When the last person gets the ball he/she brings it to the front and starts the process again. The goal is to reach the cone on the other side of the gym. When the team reaches the cone. They sit down with the ball in front and wait for the other groups to finish. They can cheer for the other squads.
- This next activity requires 2 groups to join together. The 2 lines turn and face each other. They match up with the person opposite them and join both hands. You now have 5 to 8 pairs facing each other, with their hands joined, depending on the class size. The first pair have a large ball placed on their arms. They have to pass the ball down the line without breaking their joined hands. Once they pass the ball, they break hands, run to the front of the line, join hands again and get ready to handle the ball when it comes to them. When the team reaches the cone. They sit down with the ball in front and wait for the other groups to finish. They can cheer for the other squads.
- All children in each line are in the leapfrog position, except the last one. The last one leapfrogs over the others to the front and then gets into the leapfrog position. The new last person stands up and continues down the line. When the team reaches the cone. They sit down and wait for the other groups to finish. They can cheer for the other squads.

Integrated PE Lesson - Insects

Activity: Mosquito Tag
Grade Levels: K-5
Equipment: 3 or 4 Styrofoam Noodles (fun foam rod), hockey nets
Procedure:
This is an excellent opportunity to explain the characteristics of an insect. The key points to make are that an insect has 6 legs, and divided into 3 parts (head, thorax, and abdomen). The long snout is called the proboscis.

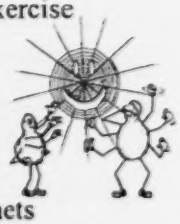
- Select 3 or 4 students who are the (giant) mosquitoes. Give each one a Styrofoam noodle (fun foam rod). If you don't have fun rods then you can use ½" water pipe tube insulation
- The mosquitoes have to hold the foam on their forehead to assimilate the mosquito's proboscis. They try to "bite or sting" (touch them with the foam) as many humans as possible.
- Any student who is stung or bitten must remain frozen, spread their feet apart, and scratch themselves all over.
- A stung student is free and back in the game when another unstung student crawls through their legs and brings them relief from the itching with calamine lotion. Students may only crawl through the "front door."
- Try to change mosquitoes every 1½ to 2 minutes. This keeps the game moving and everyone should have a chance to become a mosquito.
- After you have the mosquitoes change a few times you can add another variable to the game. Put the hockey nets out in the play area they become a screened porch. Students may hide in the screened porch to "catch their breath" but then must go out. You can limit the number of students in a screened porch to 3 or 4, depending on the size of the nets and the student's safety.

Points to consider

- It's important that when tagging other students the mosquitoes do not whip the fun rods.
- Stress holding the fun rods on the forehead and not carrying by your side.
- Make sure that students understand that they should only "pretend" to scratch themselves and not really do it.
- When crawling through a stung person's legs you must go through the "front door" (crawl through facing the person) and not the "back door" (crawl through from the person's back side). This will eliminate 2 people banging heads.

Variations

- When tagged by a mosquito the person can do 10 jumping jacks, 5 pushups or any exercise instead of waiting to be freed by another student.



Integrated PE Lesson - Insects

Activity: Mosquito Tag 2
Grade Levels: K-5
Equipment: 3 or 4 Styrofoam Noodles (fun foam rod), 2 foam tagging devices, hockey nets
Procedure:
This is the second lesson of the game. The key points to make are that an insect has 6 legs and a spider has 8 legs. A mosquito is an insect and a spider is an arachnid. Discuss with students that spiders catch mosquitoes and all sorts of other insects in their webs. They do not catch humans so they're really only interested in the mosquitoes, so in this game the spiders will try to catch

only the mosquitoes. The game is set up the same as the first mosquito tag game with the spiders as the new additions. Here are the rules for the spiders:

- You can add 2 or 3 spiders.
- The spiders will carry a tagging aid (bataca, any foam tagging device). This will identify them as spiders.
- The spiders only chase and tag the mosquitoes.
- When the mosquitoes are "caught" (tagged) by the mosquito they have to go to the spider's web (mat, designated area) and perform 10 jumping jacks or some simple exercise. Once they complete the exercise they pick up their proboscis and continue to chase the humans, watching out for the spiders.
- When you change the mosquitoes change the spiders as well.

Activity: Buddy Tag
Grade Levels: K-5
Concepts: Social interaction, teamwork, sportsmanship
Equipment: Ball for each person
Procedure:

- Select a few players to be the "taggers." One tagger for every 10 or 12 players.
- Each person in the game has a ball.
- The "taggers" chase the players and try to tag them.
- When tagged the player stands still and tosses the ball into the air. This signifies that he/she is caught.
- An untagged player may come over to the tagged player, put his/her ball on the floor and catch the ball and then toss it back to the tagged player. At that time, the tagged player responds, "Thanks, Buddy." The other players responds, "You're welcome."
- After a few minutes change the "taggers."

Points to consider:
Alert students to watch where they're going and move safely around the gym.
This is a great icebreaker activity for students to get to know one another.
Variations:
The "taggers" have paddles to swat the balls away. When the ball is swatted away the player retrieves the ball and tosses the ball in the air waiting for an untagged player to free him/her.

Assessment for Lessons

Oral Assessment - students explain the concepts of safely moving, taking turns & following directions.
Student Self Assessment - students assess their improvement and progress and write in journal
Authentic Assessment - students explain how this skill is used in every day life during "cool down."
Written Assessment - students' performance of the presented skills are recorded at the end of the unit.
Teacher Self Assessment - regularly kept notes as to what went well and how the lesson can be improved, varied and extended for future use.

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